

# **School Accountability Report Card**

## **School Year 2010-11**

*(Published during 2011-12)*

### **Mission High School**

**3750 18TH ST, SAN FRANCISCO, CA 94114**

**Principal:** ERIC GUTHERTZ

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**SFUSD School ID #:** 725

**Calif.School ID #:** 3834082

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent:** Carlos Garcia

**555 Franklin Street, San Francisco, CA 94102**

**Phone:** 415-241-6000

**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

#### **SARC Contact:**

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The School Accountability Report Card (SARC) which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### **Section I - Data and Access**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **Section II - About This School**

### **School Description and Mission Statement**

This section provides information about the school's goals and programs.

Mission High School is very proud of its rich history. We have our very own Alumni Museum on campus which highlights the evolution of Mission High over the past 100+ years! Located right in front of the beautiful Dolores Park where the neighborhoods of the Mission, Noe Valley and the Castro meet. We are very proud of how our school reflects the cultural diversity of our neighborhood. We instill positive social values, acceptance and an appreciation for this diversity. Our academic focus schoolwide is aimed at preparing ALL of our students for college and careers with rigorous courses including a rich array of AP and Honors courses. Come visit us at the end of the year when all of our students share their rigorous portfolio work with the entire Mission community. We also have numerous business and college partnership to assist us in making sure that our students set high goals throughout their high school years and upon graduation. Recent graduates now attend Stanford, UCLA, UCB, Cornell, Spelman, and many other universities throughout the country.

### **Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

Mission is continuing to implement our Secondary School Redesign to personalize the school so that students know they are part of a caring and supportive "team" of teachers and support staff committed to their academic success and social development. Parents and guardians will be able to easily access Teams through a Common Planning Time 3 times each week. Communication with parents and caregivers is critical, especially in the 9th grade to ensure high school success. Mission High holds parent orientation, back-to-school nights, and many other parent information events throughout the year. Mission High also welcomes parents to participate in our School Site Council, English-Language Advisory Council and other groups, such as our BSU and OLE clubs. We have two full-time parent liaisons to assist parents in their efforts to get involved in our school community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

**ERIC GUTHERTZ**

**415-241-6240**

### **Student Enrollment By Grade Level (School Year 2010-11)**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Enrollment</b>
<b>K</b>	0
<b>1</b>	0
<b>2</b>	0
<b>3</b>	0
<b>4</b>	0
<b>5</b>	0
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

<b>Grade Level</b>	<b>Enrollment</b>
<b>9</b>	177
<b>10</b>	237
<b>11</b>	235
<b>12</b>	186
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	835

### **Student Enrollment By Group (School Year 2010-11)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>African American</b>	15.6
<b>American Indian or Alaska Native</b>	0.4
<b>Asian</b>	26
<b>Filipino</b>	4.1
<b>Hispanic or Latino</b>	44.8
<b>Pacific Islander</b>	0.5
<b>White (Not Hispanic)</b>	6.5
<b>Multiple or No Response</b>	1.8
<b>Socioeconomically Disadvantaged</b>	72
<b>English Learners</b>	55.7
<b>Students with Disabilities</b>	11.7

### **Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2008-09			Avg Class Size	2009-10			Avg Class Size	2010-11				
		Number of Classrooms				Number of Classrooms				Number of Classrooms				
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+		
K														
1														
2														
3														
4														
5														
6														
Other														

### **Average Class Size and Class Size Distribution (Secondary)**

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2008-09			Avg Class Size	2009-10			Avg Class Size	2010-11				
		Number of Classrooms				Number of Classrooms				Number of Classrooms				
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+		

<b>English</b>	20	40	18	3	26.05	17	5	15	17.1	44	18	0
<b>Math</b>	21.7	22	17	1	23.71	16	15	4	19.6	26	13	0
<b>Science</b>	27.1	7	13	6	27.26	4	16	7	19.3	25	15	0
<b>Social Science</b>	20.4	18	15	1	25.44	10	17	5	18.4	30	18	0

**Section III (School Climate) begins on next page.**

## **Section III - School Climate**

### **School Safety Plan (School Year 2010-11)**

This section provides information about the school's comprehensive safety plan.

Mission High is a very safe school. Come see for yourself! Our hallways are empty during class time because every student is in class and students feel safe at Mission. Mission is a truly safe, communal, supportive environment that works to take care of each other. In fact, when we went through our WASC Accreditation Process in 2006, "safety" was one of the most highly rated assets of our school as viewed by the outsider evaluators and also through student and parent surveys!

We have six security guards strategically placed throughout the building and we work very closely with SFPD and the School Resource Officer Program with one officer on campus almost every day. The Small Learning Communities have provided students with an adult ally in the school that they can talk to about any issues or problems that arise.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	26	14	4	6	6	5
Expulsions	0	0	0	0	0	0

**Section IV (School Facilities) begins on next page.**

## Section IV - School Facilities

### **School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

In November of 2006, Mission High was named a San Francisco Landmark; a distinction long-overdue as stated by members of SF Landmark's Board! Mission has recently completed work after three years of intensive construction. The construction includes extensive renovation designed to provide accessibility to all areas of the building for full participation in all programs for students with special needs. We have also upgraded many areas of the building including restrooms, elevators and stairwells to comply with fire/life/safety codes and we have renovated our Art Deco Auditorium, which may be the most beautiful High School auditorium in San Francisco.

### **School Facility Good Repair Status**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Various signs needed. WO
Interior: Interior Surfaces	X			Misc ceiling tile need to be replace or painted. WO Various signs needed. WO
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			Misc light need to be work on. WO
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			Misc exit light are missing WO
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			Various door & locks need to be work on. WO

WO - Work Order.

DM - Deferred Maintenance.

### **Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	8/29/2011			

#### **Additional Comments**

Missing tile in various classroom. Water fountain at various location inoperative or need to be adjusted. Missing light fixture cover in various location

Section V (Teachers) begins on next page.

## Section V - Teachers

### **Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	61	62	67	3027
<b>Without Full Credential</b>	2	2	0	13
<b>Teaching Outside Subject Area of Competence</b>	3	0	7	—

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	1	1
<b>Total Teacher Misassignments</b>	0	8	4
<b>Vacant Teacher Positions</b>	0	0	0

### **Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2010-11**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
<b>This School</b>	84.07	15.93
<b>All Schools in District</b>	84.51	15.49
<b>High-Poverty Schools in District</b>	84.13	15.87
<b>Low-Poverty Schools in District</b>	90.48	9.52

## Section VI - Support Staff

### **Academic Counselors and Other Support Staff (School Year 2010-11)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	4	217
<b>Library Media Teacher (Librarian)</b>	1	----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<b>Psychologist / Social Worker</b>	0	----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>	5	----
<b>Other</b>	1	----

## **Section VII - Curriculum and Instructional Materials**

### **Quality, Currency, and Availability of Textbooks and Instructional Materials**

#### ***For High Schools (grades 9-12)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 27, 2011 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

#### ***For Elementary and Middle Schools (grades K-8)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2011-2012, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 27, 2011 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:  
<http://www.sfusd.edu> - Curriculum Standards/Instructional Resources

**Section VIII (School Finances) begins on next page.**

## Section VIII - School Finances

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil Supplemental</b>	<b>Expenditures Per Pupil Basic</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,318	\$751	\$4,567	\$60,641
<b>District</b>	----	----	\$4,567	\$60,641
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$5,455	\$69,207
<b>Percent Difference - School Site and State</b>	----	----	-16.3%	-12.4%

### **Types of Services Funded (Fiscal Year 2010-11)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to our comprehensive secondary education program designed to keep students in competitive standing for entrance into prestigious four year colleges and universities, we have many support programs as well.

We have a fully functioning Wellness Center that contracts with dozens of Community Based Organizations in the city to provide support for students and their families. We have secured funding for an afterschool program that provides an array of activities for students to engage in after school and keep students off the street. We also have a immensely popular and fast growing Athletic Scholars Advancement Program (ASAP) that provides summer academic enrichment opportunities for students at college campuses all over the United States! ASAP serves any athlete at MHS which now includes well over half of the student body.

In addition, we are one of only two high schools to receive the QEIA grant which allows us to have small class sizes for all of our students from 9th -12th grade and enusres that all of our faculty are highly trained and receive numerous hours of Professional Development yearly.

### **Teacher and Administrative Salaries (Fiscal Year 2009-10)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$39,744	\$42,017
<b>Mid-Range Teacher Salary</b>	\$64,207	\$67,294
<b>Highest Teacher Salary</b>	\$78,777	\$86,776
<b>Average Principal Salary (Elementary)</b>	\$98,269	\$108,534
<b>Average Principal Salary (Middle)</b>	\$101,948	\$112,893
<b>Average Principal Salary (High)</b>	\$106,832	\$123,331
<b>Superintendent Salary</b>	\$290,144	\$226,417
<b>Percent of Budget for Teacher Salaries</b>	34	38
<b>Percent of Budget for Administrative Salaries</b>	5	5



## Section IX - Student Performance

### **Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8 and 9-11; and history-social science in grades 8 and 10-11. The CAPA includes ELA, mathematics, and science in grades 2-11, and for science for grades 5, 8 and 10. The CMA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades 3-8 and science in grade 5 and is an alternative assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### **STAR Results for All Students - Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

<b>Subject</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
<b>English-Language Arts</b>	19	28	25	53	55	56	49	52	54
<b>Mathematics</b>	13	17	15	52	54	54	46	48	50
<b>Science</b>	21	27	37	53	59	60	50	54	57
<b>History-Social Science</b>	17	25	33	45	49	52	41	44	48

## **Standardized Testing Reporting Results by Student Group - Most Recent Year**

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	16	0	30	25
American Indian or Alaska Native	0	0	0	0
Asian	36	35	55	40
Filipino	25	5	0	31
Hispanic or Latino	16	7	22	28
Pacific Islander	0	0	0	0
White (not Hispanic)	55	12	60	55
Male	24	15	34	33
Female	27	14	41	32
Economically Disadvantaged	20	17	37	32
English Learners	5	17	11	13
Students with Disabilities	22	14	22	10
Students Receiving Migrant Education Services	0	0	0	0

## **California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at 3 proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CD web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## **CAHSEE Results for All Students - Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	22	25	33	54	57	55	52	54	59
Mathematics	33	43	39	60	60	63	53	54	56

### **CAHSEE Results by Student Group - Most Recent Year**

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

<b>Group</b>	<b>English-Language Arts</b>			<b>Mathematics</b>		
	<b>Not Prof</b>	<b>Proficient</b>	<b>Advanced</b>	<b>Not Prof</b>	<b>Proficient</b>	<b>Advanced</b>
All Students in the District	45	23	33	37	31	32
All Students at the School	67	21	12	61	23	15
African American	75	16	9	84	16	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	45	31	25	28	30	42
Filipino	0	0	0	0	0	0
Hispanic or Latino	86	11	3	78	18	3
Pacific Islander	0	0	0	0	0	0
White (not Hispanic)	36	40	24	42	38	21
Male	72	20	9	64	22	13
Female	62	21	16	58	25	17
Economically Disadvantaged	69	20	11	65	19	16
English Learners	96	4	0	77	17	6
Students with Disabilities	88	8	4	90	5	5
Migrant Education Services	0	0	0	0	0	0

### **California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
Grade 5	0	0	0
Grade 7	0	0	0
Grade 9	29.3	23.6	27

**Section X (Accountability) begins on next page.**

## **Section X - Accountability**

### **Academic Performance Index**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### **API Ranks - Three-Year Comparison**

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

<b>API Rank</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Statewide</b>	1	1	1
<b>Similar Schools</b>	1	1	2

### **API Growth by Student Group - Three-Year Comparison**

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only.

<b>Group</b>	<b>Actual API Change</b>		
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
<b>All Students at the School</b>	10	70	15
<b>African American</b>	-1	65	-45
<b>American Indian or Alaska Native</b>			
<b>Asian</b>	17	38	19
<b>Filipino</b>			
<b>Hispanic or Latino</b>	23	71	-1
<b>Pacific Islander</b>			
<b>White (not Hispanic)</b>			
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>	31	69	6
<b>English Learners</b>	32	53	16
<b>Students with Disabilities</b>			

### **API Growth by Student Group - 2011 Growth Comparison**

This table displays by student group the 2010 Growth API at the school, LEA, and state level.

2011 Growth API			
Group	School	LEA	State
All Students at the School	642	796	778
African American	523	615	696
American Indian or Alaska Native		709	733
Asian	773	872	898
Filipino	695	799	859
Hispanic or Latino	585	682	729
Pacific Islander		662	764
White (not Hispanic)	793	879	845
Two or More Races			836
Socioeconomically Disadvantaged	634	755	726
English Learners	603	745	707
Students with Disabilities	471	577	595

### **Adequate Yearly Progress**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay>.

### **AYP Overall and by Criteria (2010-11)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## **Section XI - School Completion and Postsecondary Preparation**

### **Admission Requirements for California Public Universities**

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### **California State University**

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high school and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

#### **Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Indicator</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>
<b>Dropout Rate (1 year)</b>	8.8	1.6	3.8	4.5	2.3	3.3	4.9	5.7	4.6
<b>Graduation Rate</b>	60.31	75.00	82.41	84.37	85.72	85.96	80.21	78.59	80.44

#### **Completion of High School Graduation Requirements (School Year 2010-11)**

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began in 09-10 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: 'N/A' means that the student group is not numerically significant.

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<b><i>Graduating Class of 2011</i></b>			
<b><i>Group</i></b>	<b><i>School %</i></b>	<b><i>District %</i></b>	<b><i>State %</i></b>
<b>All Students</b>	80.5	86.3	Unavailable
<b>African American</b>	89.3	72.6	Unavailable
<b>American Indian or Alaska Native</b>	N/A	81.8	Unavailable
<b>Asian</b>	77.6	92.1	Unavailable
<b>Filipino</b>	71.4	86.5	Unavailable
<b>Hispanic or Latino</b>	83.0	75.2	Unavailable
<b>Pacific Islander</b>	.0	78.9	Unavailable
<b>White (not Hispanic)</b>	70.0	86.2	Unavailable
<b>Two Or More Races</b>	50.0	93.1	Unavailable
<b>Socioeconomically Disadvantaged</b>	78.5	85.0	Unavailable
<b>English Learners</b>	79.4	72.5	Unavailable
<b>Students with Disabilities</b>	38.6	48.1	Unavailable

### **Career Technical Education Programs (School Year 2010-11)**

The section provides information about the Career Technical Education (CTE) programs.

SFUSD offers two types of Career Technical Education, stand-alone courses and academy programs. Stand-alone courses provide specific technical training, while academy and pathway programs are integrated in the academic program. Both types of program strive to increase overall academic achievement. The goal of CTE is to increase both college and career options for all students. Both the academy and work based learning opportunities provide ways for youth to explore various fields that may develop into a career and/or college major.

As SFUSD moves to a model that includes a rigorous academic component, a demanding technical component, a work-based learning component and support services including counseling, we continue to increase the capacity of CTE and academic teaching staff, administration and counselors. This use of rigorous academics, embedding math, science, technology and language, is designed to, and results in, higher levels of accomplishment in academic and technical scores, high school completion, postsecondary transitions to career and education and attainment of a formal postsecondary credential. Pathways also develop critical thinking, collaboration and technology information skills.

### **Career Technical Education Participation (School Year 2010-11)**

This table displays information about participation in the school's CTE programs.

<b><i>Measure</i></b>	<b><i>CTE Program Participation</i></b>
<b>Number of Pupils</b>	371
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	87.5

<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	85
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### **Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Indicator</b>	<b>Percent</b>
<b>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</b>	75
<b>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	28

### **Advanced Placement Courses**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Subject</b>	<b>Number of AP Classes Offered</b>	<b>Percent of Students in AP Courses</b>
Computer Science	0	----
English	2	----
Fine and Performing Arts	0	----
Foreign Language	3	----
Mathematics	4	----
Science	2	----
Social Science	0	----
<b>All Courses</b>	11	3.9

**Section XII (Instructional Planning) begins on next page.**

## **Section XII - Instructional Planning and Scheduling**

### ***Professional Development***

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**